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3. Well-trained teachers for all public schools.

4. Efficient supervision of schools.

5. The introduction of agricultural and industrial training into the schools.

6. The promotion of libraries and correlation of public libraries and public schools.

7. Schools for the defective and dependent classes.

8. The organization of a citizens' education association in every county and city.

9. Local taxation.

The commission as formed is said to be a thoroughly representative one. As may be inferred from the foregoing nine objects, it has for its purpose the unification of educational forces, with a view of utilizing their combined wisdom and strength in reenforcing the efforts of the state and local authorities in the matter of perfecting the public school system of Virginia. Such a movement as this is particularly promising on account of the hitherto independent development of educational institutions without that degree of correlation which would be advantageous to all.

A FUND of \$30,000 has been secured through the efforts of Professor Richard T. Ely, of Wisconsin University, for the purpose of making an extended inquiry into the industrial history of the United States in its bearings upon the labor problems. The length of time to be occupied will probably extend to five years. Professor John R. Commons will be associated with Professor Ely, together with a corps of assistants.

THE national budget of France for the year 1904 carries an expenditure of \$45,914,700 for public instruction and the fine arts, compared with \$38,600,000 in 1894, or an increase of 19 per cent. in ten years.

JOHN FRANKLIN CROWELL,

Secretary, Section I, A. A. A. S.

WASHINGTON, D. C.

*OPPORTUNITIES IN ANTHROPOLOGY AT
THE WORLD'S FAIR.*

Now that the Department of Anthropology and cognate branches of the Exposition are

well under way, it has become clear that the Louisiana Purchase Exposition affords unequalled opportunities for ethnologic study. The original plans for the department are so far fulfilled (largely by the great Philippine Exhibit, the Department of Physical Culture, etc.) as to bring to the exposition the largest assemblage of the world's peoples in the world's history. Some of the alien groups have been selected especially to represent distinct ethnic types; and nearly all the groups have been selected with special reference to culture-grade, so that every known stage of industrial and social development is typified among the peoples on the exposition grounds. Accordingly, students and teachers of anthropology in all its branches may have in St. Louis during the present summer opportunities for original and instructional work such as could not be enjoyed otherwise except at the cost in time and money of extensive journeys with attendant hardships. The exposition authorities appreciate the opportunity and undertake to afford students and teachers every facility consistent with the primary purposes of the exposition.

The department comprises sections of ethnology, illustrated chiefly by living groups, partly by collections of artifacts; Indian school work, illustrated by a model school in actual operation; archeology, illustrated by typical collections and series of aboriginal artifacts; history, illustrated especially by relics and records of the transition of the territory from the aboriginal condition to that of advanced enlightenment; anthropometry, which is devoted to apparatus and laboratory work in which the assembled physical types are measured and recorded; and psychometry, likewise devoted to apparatus and laboratory tests of sense reactions and other psychic characters of the types of mankind. The four sections last named are accommodated in the Anthropology Building in the western portion of the grounds; the Indian school is housed in a special building near by; and the alien groups of the department occupy native habitations about this building and intermediate between the extensive Philippine exhibits on the south and the Physical Culture Department on the

northwest. Thus the sections of special interest to students and teachers of anthropology are fairly segregated though within easy reach of the impressive display of the achievements of modern man in the large exhibit palaces.

Among the special lines of opportunity for original and instructional work the following may be noted:

1. Somatology; the comparative study of physical types representing many distinct peoples.

2. Psychology; the study of psychic characteristics, both experimentally and through habitual conduct and expression.

3. Arts and industries; the comparative study and record of manual operations and their products among typical peoples.

4. Languages; the record and comparison of scores of distinct tongues, covering the entire range from the most primitive known to the most highly advanced.

5. Law and socialry; the comparative study of all known culture-grades as defined in terms of social organization.

6. Faiths and philosophies; the study and comparison of many widely different systems of thought, ranging from the simplest upward.

7. General ethnology; the comparative study of over a hundred distinct tribes and peoples (those brought in by the department including the Ainu, Patagonians, Pygmies, 'Red Africans,' Cocopa Indians from Baja California, Kláokwaht Indians from Vancouver Island, and over a dozen tribes of United States Indians, and the Philippine exhibit including all the leading tribes of the Archipelago).

8. General anthropology; the comparative study of primitive and advanced peoples in an unexampled assemblage of race-types and culture-grades.

9. Record work; the making and preservation of records including lists and tables of measurements, sketches and diagrams, photographs, life casts, life models, paintings, sculptures, etc.

The attention of educational institutions is especially invited to the opportunity for establishing and maintaining field schools in connection with the exposition. Every possible facility will be afforded not only by the

chief of the department but by the director of exhibits and the exposition authorities generally for the satisfactory conduct of such schools.

The attention of museum officers is especially invited to the opportunities for obtaining direct representations of ethnic and other types of mankind at but a fraction of the cost ordinarily involved.

Should university, college and museum authorities signify a desire to utilize the opportunities afforded by the department, plans will be framed with the view of coordinating the requirements of all and affording each the largest facilities consistent with the demands of others; the sole purpose of the department being to place the anthropological collections of the exposition within reach of the largest possible number of workers and teachers.

Copies of this letter have been sent direct to a number of educational institutions and museums.

W J MCGEE.

SCIENTIFIC NOTES AND NEWS.

WILLIAM BARTON ROGERS, the eminent geologist, was born on December 7, 1804, and the October number of the *Review* of the Massachusetts Institute of Technology will be largely given to a life of Rogers, dealing especially with his work in planning and founding the institute.

THE Franklin Institute, Philadelphia, has awarded an Elliott Cresson Medal to James M. Dodge, of Philadelphia, for his cold storage system and to Dr. Hans Goldschmidt for his inventions in aluminothermics.

SENHOR AUGUSTO RIBEIRO, head of the political department, Portuguese Colonial Office, and Dr. Don Eplogio Delgado, president of the Lima Geographical Society, have been elected honorary corresponding members of the Royal Geographical Society.

DR. WILLIS R. WHITNEY, professor of theoretical chemistry at the Massachusetts Institute of Technology, has resigned to take charge of the research laboratories of the General Electrical Company's works at Schenectady.

DURHAM UNIVERSITY has conferred the degree of D.Sc. on Mr. R. A. Sampson, F.R.S.,